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ABSTRACT

To obtain perceptions of student growth in reading, this evaluation report assessed the first-year implementation of a seventh grade reading pilot program at Bell, Correia, Standley, and Wilson schools in the San Diego Unified School District. The pilot program addressed the reading needs of seventh grade students achieving two or more years below grade level, and offered semester reading classes in the fall and spring of the 1986-87 school year to these students. Evaluation consisted of fall, winter, and spring Gates-MacGinitie reading test scores, California Test of Basic Skills (CTBS) reading scores, classroom observations, site interviews of teachers and students, and telephone surveys of parents. Fourteen teachers and 409 students participated in the program (39 students were in the special education program, and were excluded from this report). Interviews were conducted with nine teachers and 52 students during January and April 1987. Pretest and posttest data were available for 250 students on the Gates-MacGinitie reading tests and 184 of the 250 on CTBS. Findings showed significant increases from pretest to posttest scores on comprehension for the Gates-MacGinitie. CTBS scores showed no significant difference between semester and year treatment on vocabulary, comprehension, or total reading. Teachers indicated positive attitudes towards the reading series, "New Directions in Reading." Students indicated that they felt they were making progress in reading. (Eighteen tables of data are included, and appendixes consist of student interview results and the required reading pilot evaluation.) (MM)

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San Diego City Schools
PLANNING, RESEARCH, AND EVALUATION DIVISION

SEVENTH GRADE REQUIRED READING PILOT EVALUATION

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No. 487

February 2, 1988

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EVALUATION DEPARTMENT REPORT
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SEVENTH GRADE REQUIRED READING PILOT EVALUATION

Prepared by
Donna G. Davis

February 2, 1988

San Diego City Schools
Planning, Research, and Evaluation Division
Evaluation Department
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SAN DIEGO CITY SCHOOLS
Planning, Research, and Evaluation Division
Evaluation Department

SEVENTH GRADE REQUIRED READING PILOT EVALUATION

Summary

I. Issue/Concern

In March 1986, the Board of Education of San Diego Unified School District approved a proposal to provide a seventh grade reading pilot at four schools. The intent of the pilot was to address the reading needs of seventh grade students achieving two or more years below grade level. The purpose of this report is to assess the first-year implementation of the pilot.

II. Recommendations

1. Since achievement data show gains in reading comprehension after a semester and do not support the superiority of year treatment over semester treatment, continue to offer reading as a one semester class in 1987-88 for most students who qualify for the pilot. Allow schools the flexibility to re-enroll a few individual students for the second semester, if needed. Continue the pilot as designed for a second year.

2. Compare achievement data at the end of the second year.

3. Increase teacher inservice in strategies to teach reading. Staff development should also stress the importance of articulation between a student's reading teacher and English teacher.

4. Schools should make a greater effort to communicate to parents and students the reasons for the class, when and why their students are enrolled in the class, and the progress being made by the individual students.

5. District staff should take steps to ensure that schools with pilot programs utilizing sample populations and/or strategies adhere to the pilot plan approved/amended by the board; otherwise results cannot provide sound bases for responsible decision making.

IV. Rationale

The study of the implementation of the pilot showed much diversity from school to school. Individual discretion that schools used in implementing their reading classes made it difficult to draw overall conclusions about the pilot in its first year. Staff action that follows the recommendations of this report should improve the data available for sound decision making by the end of the second year.

V. Budget Implications

Staff development needs, as noted in the findings and recommendations sections, can be addressed with existing project funds. There are no other immediate budgetary implications suggested by the recommendations of this study.

SEVENTH GRADE REQUIRED READING PILOT EVALUATION

I
ISSUE/CONCERN

In March 1986, the Board of Education of San Diego Unified School District approved a proposal to provide a seventh grade reading pilot at four schools. The intent of the pilot was to address the reading needs of seventh grade students achieving two or more years below grade level. The purpose of this report is to assess the first-year implementation of the pilot.

II
BACKGROUND

Pilot Development and School Selection

During the 1985-86 school year, the superintendent's cabinet considered a proposal to establish a required seventh-grade reading class for students who had not achieved above fifth-grade reading proficiency. After confirmation of the need by principals at middle and junior high school levels, cabinet supported the proposal, asking a small subcommittee to study its feasibility.

In spite of district assistance throughout the elementary grades for students not making normal grade level progress in reading, many students complete grade 6 without having attained grade-level reading proficiency. Additionally, because of mobility, many underachieving students may enter the system in the upper elementary grades when there is a limited time to raise the reading level. Some bilingual students making a transition to English also lack English reading skills mastery. These examples of underachievement in reading indicated a need that should be addressed at the seventh-grade level.

In addition to reading needs per se, a limited review of student records across district schools indicated a high correlation between low stanine scores in reading and success in other school subjects. This finding underscored the need for reading improvement.

There were some conflicting considerations that had to be overcome. The cabinet subcommittee recognized that a plan requiring students below grade level in reading to take a reading class--in lieu of an elective and in addition to English--would reduce the number of electives available to these seventh-grade students. Because these students were having limited success in several subject areas, however, it was decided that attention to reading skills warranted priority. An additional concern was the potential for resegregation in these classes, even though the reading need appeared to span all groups. After much consideration, the committee determined that the overriding need for reading improvement should take priority over a limited and short-term period of potential resegregation.

A decision was made to implement a systematic plan to provide direct instruction in reading at least through grade seven to students who are reading two or more years below grade level. The design of the pilot called for schools to offer semester reading classes in the fall and spring of the 1986-87 school year to students identified as achieving two or more years below grade level in reading. Students were to be identified by the Houghton-Mifflin reading series level (book and magazine) at the end of grade six. The cabinet-supported proposal was then approved by the board.

Schools included were Bell, Correia, Standley, and Wilson. Selection was based on size of school, size of sample, programs, diversity of population, estimated potential number of participants, and school interest.

Principals were interviewed about questions they felt the pilot should answer. Their ideas and those of Integration and District Programs Evaluation staff led to development of the following major evaluation questions:

1. What is the program at each school?
2. What inservice was received?
3. What growth in student reading was demonstrated?
4. What other effects were produced by the program?

Although all four questions are addressed in this report, the need for action was based on student achievement. Therefore this report will focus on question #3 to determine progress made. Indicators of student achievement examined in this report are test scores, and perceptions of teachers, students, and parents.

A one-semester reading class was thought to be sufficient for most students while still enabling them to have an elective the alternate semester. Identified students at each school were assigned to either a fall or spring reading class (treatment). The spring treatment group served as a control group for comparison on first semester achievement with the fall treatment group. Since one of the schools (Wilson) offered two semesters of reading to the same students. Thus there were three groups of students to assess:

a. semester treatment--fall
b. semester control group (fall) and treatment group (spring)
c. year treatment--fall and spring

Evaluation Design and Methodology

Treatment and Control Comparisons. Fall and winter testing allowed a comparison of fall and spring groups before the spring treatment group had received treatment. In this series the spring group is referred to as the comparison or "control" group (see Figure 1), since these students did not take reading in the fall. Gates-MacGinitie reading scores, fall and winter, were used for these comparisons.

Other elements in the evaluation design consisted of classroom observations, site interviews of teachers and students and telephonic surveys of parents. The purpose of these elements was 1) to obtain perceptions of student growth in reading, and 2) to obtain data about pilot implementation and response to the pilot by the groups mentioned.

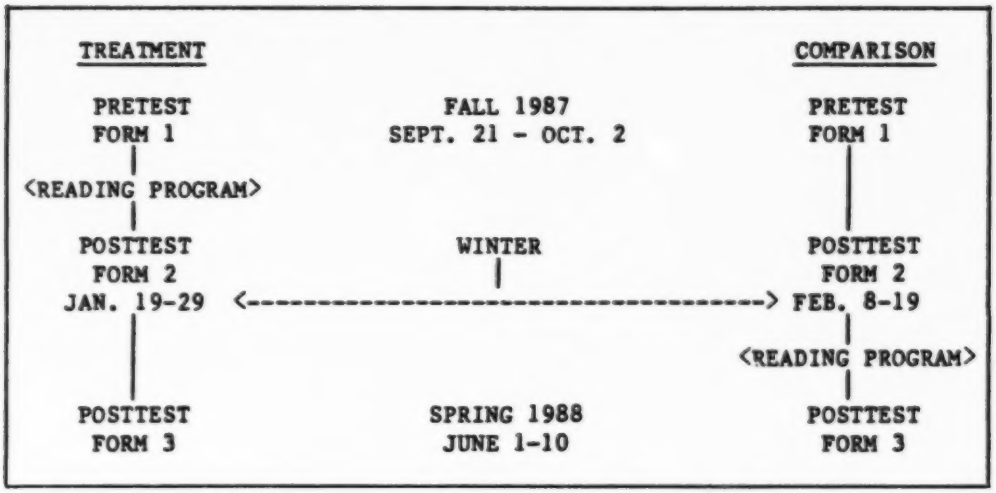

Figure 1. Gates-MacGinitie Testing Schedule.

Semester and Year Treatment Comparisons. The evaluation design and testing schedule grew out of the pilot treatment design described above. As Figure 1 shows, all students were tested in the fall, winter, and spring on the Gates-MacGinitie reading tests (Gates). Although the year treatment did not occur by design, it did allow comparison on achievement with those who received only one semester of reading. Gates and CTBS reading scores, fall and spring, were used to compare semester and year treatments.

Methodology

Testing. Student reading growth was determined by matched pre- and posttest reading scores on Gates-MacGinitie tests and on CTBS. CTBS scores were available on pilot students through special project testing in the sixth grade for many students and through district testing in the seventh grade. Gates tests of reading vocabulary and comprehension were administered to all students three times based on the schedule indicated in Figure 1.

Interviews and Observations

Fourteen teachers and 409 students participated at the four pilot schools. Interviews were conducted with nine of the fourteen teachers (a 64 percent sample) and 52 of the 409 students (a 13 percent sample). Classroom observations were made on teacher-interview days to provide a context for the interviews and to increase their validity. Interviews were done at two intervals during the school year, January and April. Teachers were asked questions relating to:

- Their background and experience
- How they teach the class
- Their response to the material
- Student progress and response to the materials
- Benefits and needs for improvement of the pilot.

Student interviews elicited information in the following areas:

- Student attitudes and perceptions of the class and materials
- Length of time in the class
- Student perceptions of progress in reading
- Whether or not the class had been helpful to them in other classes
- Whether or not they enjoyed reading more, and
- What they read for enjoyment.

Parents were interviewed by telephone as to their impressions of the reading class. An initial pool of ten parents was randomly selected from each school, with a goal of reaching six or seven from each set of ten. Twenty-three parents were interviewed.

III
FINDINGS

Demographics of Pilot Students

The reading pilot had 409 students participating at some time during the school year. Data, including test data and descriptive statistics, were collected for 389 students, 39 of whom were special education students and excluded from analysis in this report. Pre- and posttest data (matched scores) were available for 250 students on the Gates-MacGinitie reading tests and 184 of the 250 on CTBS. Because it gives a clearer picture to count for comparison only those students who had been in the program for the required semester or year, depending on the school, analyses in this report involve matched scores only. Full descriptive statistical profiles are available for the unmatched (N=350) group in Appendix A.

Table 1 shows that the matched group of 250 students was comprised of an almost equal number of boys and girls (125 boys to 124 girls, with the gender of one student unknown).

TABLE 1
MATCHED PILOT STUDENTS IN TREATMENT
AND CONTROL GROUPS BY GENDER
N = 250

Group	Gender		
	Boy	Girl	
	Number/ (Percent)	Number/ (Percent)	Total
Semester Treatment	29 (52.7)	26 (47.3)	55
Semester Control	28 (50.9)	27 (49.1)	55
Year Treatment	68 (48.9)	71 (51.1)	139
Total	125 (50.2)	124 (49.8)	249*

*One, gender unknown.

Hispanics made up the largest proportion of the students (36 percent). Almost 23 percent of the students in the matched group were Black, 18 percent White, 17 percent Indochinese, and 6 percent Asian (see Table 2). The racial/ethnic composition of students in the program was analyzed by a chi-square test and found to be significantly different at the four schools (see Table 3). Some of the differences can be attributed to the fact that more than 61 percent of the participants were from Wilson, which had 29 percent Indochinese compared with none in this category at each of the other schools.

TABLE 2
MATCHED PILOT STUDENTS IN TREATMENT AND CONTROL GROUPS
AT EACH SCHOOL
BY ETHNIC GROUP
N=250

Group	Ethnic Group					Total
	Hispanic	White	Black	Asian	Indo-chinese	
	Number (Percent)	Number (Percent)	Number (Percent)	Number (Percent)	Number (Percent)	
Semester Treatment	26 (47.3)	12 (21.8)	10 (18.2)	7 (12.7)	0 (0.0)	55
Semester Control	24 (43.6)	13 (23.6)	15 (27.3)	3 (5.5)	0 (0.0)	55
Year Treatment	41 (29.3)	20 (14.3)	32 (22.9)	4 (2.9)	43 (30.7)	140
Total Number	91	45	57	14	43	250
Total Percent	36.4	18.0	22.8	5.6	17.2	

TABLE 3
RESULTS OF CHI SQUARE ANALYSES OF ETHNICITY,
SOCIO-ECONOMIC STATUS, AND LAU LEVEL

	Chi-Square	Degrees of Freedom	Significance
Ethnicity	105.45	12	*
SES	28.42	3	*
Lau Level	22.71	6	*

*Significant at $p<.05$.

The measure available for socio-economic status of students was participation or non-participation in the free and reduced-price lunch program; in one set of analyses students with these codes in the district database are compared with those with no such codes. Tables in this report use the designation "lower SES" for participants and "higher SES" for non-participants in the lunch program. Over three-quarters of the pilot participants (76 percent) were lower SES, based on this measure (see Table 4). The socio-economic status distribution among the schools was also statistically different. A chi-square test determined that a disproportionately high number of students at Wilson was lower SES.

TABLE 4
MATCHED PILOT STUDENTS IN TREATMENT AND CONTROL GROUPS
BY SOCIO-ECONOMIC STATUS*
N=250

Group	Socio-Economic Status		
	No Reduction	Free and Reduced	Total
	Number (Percent)	Number (Percent)	
Semester Treatment	20 (36.4)	35 (63.6)	55
Semester Control	17 (30.9)	38 (69.1)	55
Year Treatment	24 (17.1)	116 (82.9)	140
Total Number	61	189	250
Total Percent	24.4	75.6	

*SES, as indicated by presence and absence of free and reduced lunch codes.

Fluency in English was determined by Lau assessment level. The range of categories was collapsed to produce sufficient numbers for analysis by three categories: fluent-English speaking, limited-English speaking and "mixes languages." The latter designation refers to student who tend to respond in a combination of both langauges. Almost 48 percent of the students in the matched group were fluent in English. Of the remaining 52 percent, slightly more had been designated as "mixes languages" (26.8 percent). Twenty-six percent had been designated limited-English speaking (see Table 5).

TABLE 5
MATCHED PILOT STUDENTS IN TREATMENT AND CONTROL GROUPS,
BY LAU LEVEL
N=250

Group	Lau Level			
	Fluent	Limited	Mixes	Total
	Number (Percent)	Number (Percent)	Number (Percent)	
Semester Treatment	21 (38.2)	14 (25.5)	20 (36.4)	55
Semester Control	31 (56.4)	9 (16.4)	15 (27.3)	55
Year Treatment	67 (47.9)	41 (29.3	32 (22.9)	140
Total	119 (47.6)	64 (25.6)	67 (26.8)	250

Program Implementation

The major innovation of the reading pilot was the use of a new reading series. With input from Educational Services and Operations Divisions, the principals decided in favor of New Directions in Reading. This is a Houghton-Mifflin series but contains more age-appropriate material, the committee decided, than does the Houghton-Mifflin basal reader used at other schools.

Of the nine teachers interviewed, only three had taught reading before this year, including one who had taught out of state, and one who had taught special education. The third teacher had used and preferred a more individualized approach than she was able to provide in implementing the program as designed. Despite the limited experience of most teachers, they reported that they received little inservice in the teaching of reading.

The lack of previous experience in teaching reading, coupled with limited inservice, created a need for training that motivated at least one teacher at her own expense to take a class in the teaching of reading at a local college.

Classroom observations provided additional information about program implementation. Certain aspects such as class size differed from school to school and teaching strategies varied from teacher to teacher. Wilson reading classes were characterized by small numbers of students in small classrooms with no aide. Some of the teachers had less than full-time assignments. Wilson also had many more teachers involved (9) than the other three schools (one or two each), and offered the reading class for a whole year rather than one semester.

At the other three schools, classes had more students on the average and were taught in regular classrooms, sometimes with the assistance of an aide. One teaching strategy which seemed to be school-related was the emphasis on oral instruction in the smaller classes. Little use of chalkboard or other visual materials was in evidence in these classrooms. Another cross-school difference was the use of student skill books. These materials and district-developed AGP materials for supplemental writing activities were optional and utilized to various degrees by the schools. These materials became available during (not prior to) the school year, and schools began to use them at various times. Thus any effects of their use were impossible to measure.

A strategy which varied more by teacher than school was the assignment of homework. Four teachers said that it did no good to assign homework because students would not do it; three teachers were observed checking for and finding homework completed.

Despite the above mentioned differences, all teachers observed used the New Directions materials and spent much class time having students read and discuss. Most teachers had students read aloud and also spent part of the period, themselves, reading aloud to students. All teachers observed spent some time on vocabulary building. Grouping of students was used when class size warranted it and when teachers had the use of an aide or a student teacher. One teacher had an aide the first semester and the additional assistance of two student teachers the second semester. At that point she was able to divide the class into four groups and individualize instruction. When grouping was used, it occurred for only part of the period, and groups were rotated in terms of instruction by the teacher or other adult.

Teacher Perceptions of the Pilot

As mentioned above, only three of the nine teachers interviewed had taught reading previously. None had used the New Directions material before, but all expressed favorable responses towards the reading series. Two liked the series "very much." The other seven teachers said that the series was "good," citing examples of things that they liked, such as interesting and age-appropriate stories and the teacher's guide. In these ways the three teachers with prior reading teaching experience felt the series was an improvement over what they had used before.

In general, teachers felt the series was appropriate for the age group and for the students' achievement levels. Those who could not decide cited those students who thought the reading was "too hard" or "too easy." They also cited areas for improvement--a need for more materials, a more complete glossary. One teacher did not like the organization of the teacher's guide.

When six teachers were asked about inservice during the second round of interviews, five teachers said that one inservice was held and four said that they attended. Comments suggested room for improvement in the content. Teachers who had not taught reading before felt the inservice was particularly inadequate since it focused only on the use of the series and not on the teaching of reading. Teachers without previous reading teaching experience felt the need for more inservice sessions and more supplemental materials for the teachers. Teachers expressed positive interest in meetings involving an exchange of ideas and concerns with teachers at other pilot schools but did not regard these meetings as inservice.

When asked, teachers expressed their goals for students as being the improvement of reading skills and motivation. In terms of reading skills, teachers felt that the goal is to have the student reading at his/her grade level. Others listed specific components they wished to see improved: following directions, thinking skills, sequencing, vocabulary improvement, and application of skills to other subjects. Improving reading motivation was seen as being as important as improving reading skills. These goals are the same as those for students in the teachers' other reading classes.

There was considerable variation in the "typical class" of teachers in the pilot. Five of six teachers had students answer study questions or worksheets for part of the class period. Four mentioned that students work on vocabulary and write in journals. Half read aloud or had students read aloud and only two had students read silently. Discussion followed. Book reports, library activities and writing sentences were activities mentioned.

Teachers were asked what book level in the series were students reading and what kind of movement from one level to another occurred. Correia students were reading Currents (third grade level) at the beginning of the year. They moved up a level based on program-provided quizzes and criterion scores. Two teachers reported that students were reading Passages (fifth grade), and students at Wilson and Bell used Ventures (higher fifth grade). Five students had reportedly moved to the sixth grade level, Orbits. Two teachers reported that there was no movement by students to the next level.

Only two of five teachers questioned (one each at Standley and Wilson) reported using optional district-developed AGP materials for testing. One teacher used tests in the commercial teacher's guide and another relied on the standardized tests for project testing as the overall assessment of what students had learned. Two teachers used the AGP writing activities while the others said there wasn't time.

According to interviewees' responses, there was very little communication between reading teachers and the students' English teachers. One teacher each from Correia, Wilson, and Standley reported no communication. Reasons for this lack included: "good idea but never done," "too much work involved" (inconvenience), and "tried last semester." Teachers at Bell reported minimal communication between themselves and English teachers. Both stated that such communication involved very informal contact, such as to discuss a student's book report.

When asked whether the reading class should be one semester or one year, four teachers believed that one semester was sufficient. The feeling was that other classes should be made available to the student, such as electives and already established reading classes. For students "who really need it," on the other hand, they felt the class should be offered both semesters. A Wilson teacher liked the way the one year program was going and wanted to see it continued in that format. A teacher at another school argued that some students were so far behind that they needed the extra instruction to learn skills and responsibility.

Teachers were also asked to describe their perceptions of student progress in the class and, where appropriate, to compare that progress with that of students in previous reading classes they had taught. Two of the three teachers who had taught reading before stated that students had progressed more than in the past, ascribing progress to the use of the New Directions Series and smaller class size. Most teachers reported mixed levels of progress. Some students improved while others did not do as well as expected. Some expressed disappointment that the program had not been as successful as they had hoped. Some teachers cited "attitude" as a factor in the success of a student. Wilson's policy of not awarding above a "C" grade to students achieving below grade level, no matter how much improvement had been made, was viewed by teachers as detrimental to students' attitudes.

All teachers reported positive responses by the students to the materials. Two reported students finding the stories interesting/enjoyable and work as sufficiently "bite-sized" so students could manage it. One teacher wanted to increase the transition of students into higher reading levels.

Almost all of the teachers cited "small groups" or one-on-one instruction as the major benefit of this program. Teachers also liked the well-organized materials and manageable size of the books.

At Wilson, teachers expressed the need for higher level literature and the need for increased flexibility/mobility for students in the program. Individualized instruction was an area of concern for a teacher at Bell. The series met the needs of some students but was not appropriate for other students, including special education and students with limited English-speaking ability. Teachers also expressed the need for more materials. One teacher felt that a year course could help students who "really need" the extra instruction. One teacher believed that the school's grading policy of not allowing above a "C" grade for those reading below grade level was detrimental to students' attitudes, and thus to achievement. Some cited other constraints, such as a loss of "status" students felt in taking the class, and the fact that students would "rather be somewhere else."

Student Achievement

The following sections assess student achievement based on Gates-MacGinitie and CTBS data.

Gates-MacGinitie

Gates comparisons are made for: 1) pre- and posttest comparisons of all pilot students; 2) treatment versus control groups; and, 3) semester versus year treatments.

Table 6 shows the results of the Gates-MacGinitie reading test for the various groups. It is evident from this table that all groups appear to show some increase in scores from September 1986 to June 1987. Some of these increases are not statistically significant, however, and thus are not regarded as real improvement.

TABLE 6
GATES-MACGINITIE VOCABULARY AND COMPREHENSION SCORE COMPARISONS
OF TREATMENT VERSUS CONTROL GROUPS,
AND SEMESTER VERSUS YEAR TREATMENTS

	Number	Mean Raw Score	Significance	Standard Deviation
Fall Vocabulary				
Semester Treatment	33	14.36		5.50
Semester Control	21	15.52	n.s.*	4.90
Year Treatment	114	16.11		5.20
Winter Vocabulary				
Treatment Groups	147	16.46		5.74
Control Group	21	15.57	n.s.*	4.66
Spring Vocabulary				
Semester Treatment Groups	54	16.33	n.s.*	5.31
Year Treatment	114	17.74		6.02

	Number	Mean Raw Score	Significance	Standard Deviation
Fall Comprehension				
Semester Treatment	47	16.13		5.36
Semester Control	45	16.76	**	3.67
Year Treatment	112	18.26		5.66
Winter Comprehension				
Treatment Groups	159	21.05	***	6.55
Control Group	45	16.64		4.80
Spring Comprehension				
Semester Treatment Groups	112	20.29	n.s.†	5.66
Year Treatment	92	20.62		5.55

*No significant differences among mean raw scores in this category, $p>.05$ Analysis of Variance.
**Significant at $p<.05$, Analysis of Variance.
***Significant at $p<.05$, Analysis of Covariance.
†No significant differences, $p>.05$, Analysis of Covariance.

Vocabulary. The results of analysis of the vocabulary section on the Gates pretest shows that there were no statistically significant initial differences between the three groups (see Table 6). As the groups progressed through their respective "treatments," differences became apparent. After the semester treatment group completed the seventh grade reading class in January, there was a statistically significant ($p<.05$) increase in their Gates vocabulary mean score (see Table 7). The semester control group (with scores available for one school only) and the year treatment group did not show statistically significant increases in their vocabulary mean scores for this time period. When comparing treatment and control groups after one semester, an analysis of variance showed that students in the total treatment group (fall semester and year treatment group combined) did not score significantly better on vocabulary in January than students in the control group (see Table 6, Winter Vocabulary scores).

The significant increase in the vocabulary scores of the semester treatment group stabilized during the spring term when they were no longer receiving the treatment (see Table 7). A decrease in the vocabulary mean score (from $x = 16.88$ to $x = 16.58$) was not statistically significant, so in effect there was no change during the second semester. The spring semester treatment group did not show a significant increase from their mean score in January. The year treatment group was the only group to show a statistically significant increase ($p<.05$) from January ($x = 16.34$) to June ($x = 17.74$). The three groups started the school year scoring similarly, and Table 6 shows that students in the year treatment group did not score significantly better ($x = 17.74$) than students in either semester treatment group ($x = 16.33$) by the end of the school year.

Comprehension. On the reading comprehension section of the Gates test, the treatment received in one semester significantly increased the scores of students in these groups. In September 1986, the treatment and control groups scored significantly different on comprehension ($x = 18.26$ for the year treatment, $x = 16.13$ for the semester treatment, and $x = 16.76$ for the control group; see Table 6). Subsequent analyses (winter and spring) were corrected for the initial September pretest differences by the use of analysis of covariance. At the end of one semester of the program, the treatment groups not only scored significantly higher than on their pretests ($x = 21.05$), but also significantly higher ($p<.05$) than the control group ($x = 16.64$). When the control group received the treatment program during the spring term, their mean score on comprehension also improved (see Table 8). When the fall treatment group was no longer receiving treatment during the spring term, the mean comprehension score for this group did not increase significantly as it did at the end of the treatment semester. There was also no significant increase the second semester by the year treatment group.

TABLE 7
GATES-MACGINITIE READING VOCABULARY SCORE COMPARISONS,
BY GROUP

FIRST SEMESTER PRE/POST COMPARISONS

Group	N	Sept. Pre-Test Mean Raw Score	Jan. Post-Test Mean Raw Score	Significance
Year Treatment	114	16.11 (5.20)*	16.34 (5.66)	n.s.**
Semester Treatment	33	14.36 (5.50)	16.88 (6.08)	***
Semester Control	21	15.52 (4.90)	15.57 (4.66)	n.s.**

SECOND SEMESTER PRE/POST COMPARISONS

Group	N	Feb. Pre-Test Mean Raw Score	June Post-Test Mean Raw Score	Significance
Year Treatment	114	16.34 (5.66)	17.74 (6.02)	***
Fall Treatment	33	16.88 (6.08)	16.58 (5.95)	n.s.**
Spring Treatment†	21	15.57 (4.66)	15.95 (4.20)	n.s.**

YEAR PRE/POST COMPARISONS

Group	N	Sept. Pre-Test Mean Raw Score	June Post-Test Mean Raw Score	Significance
Year Treatment	114	16.11 (5.20)	17.74 (6.02)	***
Fall Treatment	33	14.36 (5.50)	16.58 (5.95)	***
Spring Treatment†	21	15.52 (4.90)	15.95 (4.20)	n.s.**

*Number in parenthesis is the standard deviation associated with the reported mean raw score.
**Not significant, $p>.05$ t-Test.
***Significant at $p<.05$, t-Test.
†First semester control group pupils who received the treatment program during the spring term.

TABLE 8
GATES-MACGINITIE READING COMPREHENSION PRETEST/POSTTEST COMPARISONS
BY GROUP

FIRST SEMESTER PRE/POST COMPARISONS

Group	N	Sept Pre-Test Mean Raw Score	Jan. Post-Test Mean Raw Score	Significance
Year Treatment	112	18.26 (5.66)*	20.89 (5.94)	***
Semester Treatment	47	16.13 (5.36)	21.42 (7.87)	***
Semester Control	45	16.76 (3.67)	16.27 (4.80)	n.s.**

SECOND SEMESTER PRE/POST COMPARISONS

Group	N	Feb. Pre-Test Mean Raw Score	June Post-Test Mean Raw Score	Significance
Year Treatment	112	20.89 (5.94)	20.93 (5.55)	n.s.**
Fall Treatment	47	21.42 (7.87)	19.70 (5.43)	n.s.**
Spring Treatment†	45	16.27 (4.80)	19.78 (5.95)	***

YEAR PRE/POST COMPARISONS

Group	N	Sept. Pre-Test Mean Raw Score	June Post-Test Mean Raw Score	Significance
Year Treatment	112	18.26 (5.66)	20.93 (5.55)	***
Fall Treatment	47	16.13 (5.36)	19.70 (5.43)	***
Spring Treatment†	45	16.76 (3.67)	19.78 (5.95)	***

*Number in parenthesis is the standard deviation associated with the reported mean raw score.
**Not significant, $p>.05$ t-Test.
***Significant at $p<.05$, t-Test.
†Fall semester control group pupils who received the treatment program during the spring term.

CTBS

CTBS comparisons are made for 1) pre- and posttests of all pilot students; 2) fall treatment versus spring treatment; and, 3) semester (fall and spring combined) versus year treatment groups.

Vocabulary. Table 9 shows that both the fall semester treatment and the year treatment groups improved significantly on the vocabulary section of the CTBS. The spring semester treatment group did not show a significant improvement. This might be explained by the fact that this group had not completed the treatment by the time the posttest was given in April. The left half of Table 10 shows that there was no significant difference among the three groups on sixth grade vocabulary scores (before the pilot began). The right side of the table shows that the difference between the semester and year treatment groups is not statistically significant.

TABLE 9
CTBS VOCABULARY SCORE PRETEST/POSTTEST COMPARISONS
BY GROUP

Matched N=228

	CTBS Vocabulary Grade 6			CTBS Vocabulary Grade 7		
Group	Number	Mean Scale Score*	Standard Deviation	Mean Scale Score	Standard Deviation	Significance
Fall Treatment	46	658.56*	38.24	670.87	36.79	**
Spring Treatment	61	660.28	41.00	670.03	39.72	n.s.
Year Treatment	121	661.07	41.81	675.34	39.00	**

TABLE 10
CTBS VOCABULARY SCORES, GROUP COMPARISONS BY
PRE- AND POSTTESTS

Matched N=228

	CTBS Vocabulary Grade 6				CTBS Vocabulary Grade 7		
Group	Number	Mean Scale Score*	Standard Deviation	Group	Number	Mean Raw Score	Standard Deviation
Fall Treatment	46	658.56*	38.24				
Spring Treatment	61	660.28	41.00	Semester	107	670.39	38.31
Year Treatment	121	661.07	41.81	Year	121	675.34	39.00
Significance		n.s.				n.s.	

*Unnormalized means.
**Means were significantly different from pretest to posttest, $p<.05$.

Comprehension. All three groups showed a statistically significant improvement on the comprehension section of the CTBS from the pretest (given at the end of their sixth grade year) to the posttest (given at the end of their seventh grade year). Table 11 shows that there is not a significant difference between the mean scores on the posttest of students receiving treatment for a semester and those that had reading all year. Although the students in the three groups scored very similarly on the pretest (range of 679.07 to 687.13) students in the year treatment group also did not score significantly better ($p<.05$) on the posttest ($\bar{x} = 718.58$) than students receiving a semester's treatment ($\bar{x} = 709.22$). Again, it must be mentioned that the CTBS tests were administered in April, perhaps before differences in semester and year treatments could be observed.

TABLE 11
CTBS COMPREHENSION SCORES, GROUP COMPARISONS
BY PRE- AND POSTTESTS
Matched N=225

	PRETEST CTBS Comprehension Grade 6				POSTTEST CTBS Comprehension Grade 7		
Group	Number	Mean Scale Score*	Standard Deviation	Group	Number	Mean Scale Score	Standard Deviation
Fall Treatment	47	685.47*	48.83				
Spring Treatment	60	679.07	56.64	Semester	107	709.22	51.52
Year Treatment	118	687.13	52.67	Year	118	718.58	48.49
Significance	n.s.				n.s.		

Total Reading. The mean pretest scores of the three groups, which ranged from a low of 670.08 for the semester control group to a high of 674.67 for the year treatment group, were not statistically different before the program started. Table 12 shows there was not a statistically significant difference between total reading scores of students in the year treatment and those in the semester treatments upon completion of the pilot year.

TABLE 12
CTBS TOTAL READING SCORES, GROUP COMPARISONS
BY PRE- AND POSTTESTS
Matched N=224

	PRETEST CTBS Total Reading Grade 6				POSTTEST CTBS Total Reading Grade 7		
Group	Number	Mean Scale Score*	Standard Deviation	Group	Number	Mean Scale Score	Standard Deviation
Fall Treatment	46	672.33*	37.75				
Spring Treatment	60	670.08	42.80	Semester	106	689.97	39.94
Year Treatment	118	674.67	41.83	Year	118	697.53	38.28
Significance	n.s.				n.s.		

*Unnormalized means. Means were normalized before conversion to percentile ranks.

**Means of semester and year treatments were significantly different, $p<.05$.

Summary Comparisons of CTBS Reading Achievement

Tables 13 and 14 summarize CTBS achievement data. Table 13 contrasts achievement for fall and spring treatment groups--those students who took reading in fall or spring, but not both semesters. Results show no significant differences on the vocabulary and comprehensions subtests, nor on total reading.

Table 14 contrasts scores of students who had a semester of reading (fall and spring treatment groups combined) and those who had a year of reading. Differences between semester and year treatments were not significant on vocabulary, reading comprehension, or total reading.

TABLE 13
SUMMARY COMPARISON OF FALL AND SPRING TREATMENT GROUPS:
SPRING 1987 CTBS READING SCORES

	Vocabulary			Comprehension			Total Reading		
Group	Number	Mean Scale Score*	Standard Deviation	Number	Mean Scale Score	Standard Deviation	Number	Mean Scale Score	Standard Deviation
Fall Treatment	46	670.87*	36.79	46	712.83	50.86	46	692.09	40.37
Spring Treatment	61	670.03	39.72	60	706.30	56.71	60	688.35	39.88
Significance	n.s.			n.s.			n.s.		

TABLE 14
SUMMARY COMPARISON OF SEMESTER AND YEAR TREATMENT GROUPS:
SPRING 1987 CTBS READING SCORES

	Vocabulary			Comprehension			Total Reading		
Group	Number	Mean Scale Score*	Standard Deviation	Number	Mean Scale Score	Standard Deviation	Number	Mean Scale Score	Standard Deviation
Semester Treatment	107	670.39*	38.31	107	709.22	51.52	106	689.97	39.94
Year Treatment	121	675.34	39.00	118	718.58	48.49	118	697.53	38.28
Significance	n.s.			n.s.			n.s.		

*Unnormalized means.
**Means of semester and year treatments were significantly different, $p<.05$.

Student Achievement Controlling for Language Level

The reading pilot as proposed did not include students with limited proficiency in English. Nevertheless, when the data were collected it became apparent that 26 percent of the students were LEP-assessed students (see Table 5). Table 15 shows that the vocabulary mean raw score on the pretest is much lower for the "limited" group than the means for the "fluent" and for the "mixes languages" groups. Thus the three Lau groups were significantly different before the treatment. Due to small numbers of students, however, no futher analyses could be conducted.

TABLE 15
GATES-MACGINITIE VOCABULARY PRETEST SCORES,
BY LAU LEVEL

Lau Level	Number	Mean Raw Score	Standard Deviation	Significance
Fluent	89	17.45	5.13	
Limited Proficiency	62	13.02	4.41	***
Mixes	57	15.18	4.94	

***Significant differences between groups, $p<.05$.

Student Achievement Controlling for Socio-Economic Status

Socio-economic status for this study was determined by whether the student received a free or reduced-price lunch or no reduction in lunch payment. Students who received a free or reduced-price lunch were assessed as being in the lower SES category. The data obtained from Gates-MacGinitie and CTBS tests were broken down by SES to examine the effects of this dimension on test scores.

The data in the tables are separated by fall semester treatment, spring semester treatment, and year treatment to differentiate the effects that may be due to group placement. This allows the SES variable to be isolated and studied separately.

Gates-MacGinitie Vocabulary

The breakdown of SES by treatment group on vocabulary resulted in categories comprised of student numbers too small for further analysis.

Gates-MacGinitie Comprehension

Both the lower and higher SES fall treatment groups showed significant gains on the comprehension section of Gates after one semester of treatment. Students in the treatment groups (both lower and higher SES) also had significantly higher ($p<.05$) mean comprehension scores than the control groups, even though the groups' mean comprehension scores in September were not significantly different (see Table 16). In addition, students in the treatment group who did not receive a reduction in lunch payments (higher SES) scored higher on Winter Comprehension than those that received a reduction ($\bar{X} = 23.74$ as compared to $\bar{X} = 20.21$).

As seen in Table 16, the gains made by a year treatment were significantly greater than the gains of the semester treatments ($p>.05$) for the higher but not the lower SES groups.

TABLE 16

GATES-MACGINITIE COMPREHENSION SCORES
COMPARISONS OF TREATMENT VERSUS CONTROL GROUPS
AND SEMESTER VERSUS YEAR TREATMENT GROUPS

	Fall				Winter				Spring		
No Reduction	Number	Mean Raw Score	Standard Deviation		Number	Mean Raw Score	Standard Deviation		Number	Mean Raw Score	Standard Deviation
Semester Treatment	16	15.69	4.45								
Semester Control	16	17.12	3.36	Treatment	38	23.74	7.82	Semester	32	19.47	5.74
Year Treatment	22	19.05	5.21	Control	16	16.38	4.69	Year	32	22.95	6.31
Significance	n.s.,**				***				***		

	Fall				Winter				Spring		
Free/Reduced Lunch	Number	Mean Raw Score	Standard Deviation		Number	Mean Raw Score	Standard Deviation		Number	Mean Raw Score	Standard Deviation
Semester Treatment	31	16.35	5.83								
Semester Control	29	16.55	3.87	Treatment	121	20.21	5.88	Semester	60	19.88	5.66
Year Treatment	90	18.07	5.77	Control	29	16.21	4.95	Year	90	20.43	5.27
Significance	n.s.,**				***				n.s.,**		

*n.s., not significant, $p>.05$, Analysis of Variance.
**Significant at $p<.05$.

CTBS

No significant gains were shown by either lower SES-semester treatment group. In contrast, the higher SES fall treatment group show statistically significant improvements in CTBS vocabulary, comprehension and total reading. The higher SES-spring treatment group showed improvements on CTBS comprehension. Both the lower and higher SES year treatment groups showed statistically significant gains on CTBS vocabulary, comprehension and total reading over the previous year. As Table 17 shows, higher SES students had mean scores on all CTBS categories that were not significantly better than those of lower SES students.

TABLE 17
CTBS READING SCORE COMPARISONS, VOCABULARY, COMPREHENSION AND TOTAL READING, BY SES AND GROUP

SES Indicator: Lunch Codes	CTBS Vocabulary Grade 6			CTBS Vocabulary Grade 7			CTBS Total Reading Grade 6		
	Number	Mean Scale Scores	Standard Deviation	Number	Mean Scale Scores	Standard Deviation	Number	Mean Scale Scores	Standard Deviation
No Reduction									
Semester Treatment	42	658.19	38.38	42	671.38	34.33	42	671.07	36.27
Semester Control	46	663.41	36.89	46	667.50	39.29	45	675.44	34.35
Year Treatment	96	659.69	41.73	96	674.99	38.44	94	673.20	41.62
Free/Reduced Lunch									
Semester Treatment	26	650.00	39.36	26	662.23	32.77	26	666.81	31.74
Semester Control	33	657.97	37.92	33	659.85	40.41	32	671.84	37.31
Year Treatment	75	657.07	42.52	75	673.81	37.45	73	670.90	39.77

SES Indicator: Lunch Codes	CTBS Comprehension Grade 6			CTBS Comprehension Grade 7			CTBS Total Reading Grade 7		
	Number	Mean Scale Scores	Standard Deviation	Number	Mean Scale Scores	Standard Deviation	Number	Mean Scale Scores	Standard Deviation
No Reduction									
Semester Treatment	43	683.40	46.95	43	710.28	47.94	42	690.95	38.10
Semester Control	45	686.76	44.05	45	704.09	57.77	45	685.93	42.61
Year Treatment	94	685.73	53.05	94	718.62	46.36	94	697.47	37.02
Free/Reduced Lunch									
Semester Treatment	27	683.00	36.68	27	702.48	51.73	26	682.27	38.13
Semester Control	32	685.09	49.93	32	701.31	58.27	32	680.59	43.09
Year Treatment	73	683.75	47.84	73	717.68	42.79	73	696.42	33.84

Student Perceptions

Students were interviewed to gain their perceptions of the class, with 21 students interviewed in the fall and 31 in the spring semesters. In addition, one teacher gave out a short questionnaire near the end of the first semester, asking questions similar to those in the interview. Responses were correspondingly similar to those of the interview sample.

Of the 52, 22 were girls and 30 were boys. Forty-three were minority and nine were majority. At the times of the interviews, 47 had been in the class since the beginning of the semester and five had entered after the first three weeks.

Thirty-six, or 70 percent of the student sample, knew and could give reasons for being in the class. The reasons varied. Three said, "I didn't do good on a reading test." Four replied, "To learn to read better," or "To study more on reading habits." Seven said, "Because I need help in reading." Basically, all who knew why they were in the class cited a need for reading better or faster. A complete summary of student responses from fall and spring interviews is included in Appendix B.

When asked if they liked the class, most students gave positive or neutral responses. In the spring, ten students felt the class was boring or could see no good in the class. Typical reasons for liking the class were:

- Improves reading
- Other academic activities (mainly worksheets were mentioned)
- The teacher
- Small classes
- Class discussions
- Teacher is nice.

Thirty students gave responses which indicated they found the reading materials of the class interesting; 12 students found some of the materials interesting but not all. Reasons given for liking the materials were:

- Exciting stories; adventure stories
- Not boring
- Easy and interesting
- Don't know why
- Makes the work easy.

When asked to compare the reading materials in this class with reading materials they had read in grade 6, 38 of the students gave positive comments. Some comments were neutral:

- Not much difference
- Like them both okay
- Just more reading to do
- Can't remember last year's.

Forty-two of the 52 students felt their reading was improving because of the class. This, they thought, would result in better grades and "an easier time" in their school work. Four said they were doing more reading than before--"Now I'm reading every day." Seven volunteered that they were not only reading better but faster. Other comments were encouraging:

- "Doing all my work now and like to read better."
- "Now I like to read out loud."
- "Understand what I read better."
- "Work hard now and do my homework."
- "Last year I used to fail almost all the tests; now I pass them all."
- "I don't forget what I read now."
- "I don't stumble over words now."
- "I've gone up one whole book."

Fewer comments expressed dissatisfaction:

- "Hasn't helped"
- "Stayed the same"
- "Boring work"
- "I don't want to be in here."

Forty-four of the students felt their understanding or comprehension of their reading had improved. Some felt it was because of learning many new vocabulary words; others replied that the reading came easier. Encouragingly, a few replied that the class made them want to read and in wanting to read they read more and better. Thirty-nine felt sure that the class had helped them in their other studies; eight felt it did not, and others were unsure or had not considered the idea.

They were asked how they might apply the skills learned to other classes. Their replies varied but indicated appropriate applications:

- "Sound things out better"
- "Comprehend other reading better"
- "Do more and better homework"
- "Increased my vocabulary."

Fourteen said they enjoyed reading more and 47 said that they now read for enjoyment. Asked what they read, the answers varied:

- Magazines
- Newspapers
- "Scary" books
- Fun books
- Joke books
- Sister's diary
- Adventure books
- Non-fiction
- Horror books
- Teenage romance books.

Students' answers to interview questions were supportive of the class in that most knew why they were in the class, saw a purpose for being there, and did not give strong objections for having been placed in the class. A majority felt they were actually enjoying the class and thought they were improving their reading skills by being there.

There were some negative responses, however. These, quite often, were indicative of a need for more and/or clearer communication of the reasons for the class and of the pay-offs or rewards for the class. As with the parents, some students did not know why they were in the class and did not seem conscious of what they were to accomplish in the class. A very small number, four or five, seemed to feel they were in the class because they had been in ESL classes. Prime benefits probably accrue for students who are clearly aware of why they are there and of the benefits to be gained from the class.

Parent Perceptions

A random sample, stratified by school, of 40 parents of reading pilot students was selected for telephone interviews, using a table of random numbers. Of this sample, 23 parents were reached and interviewed successfully in January of 1987. Table 13 shows the results of these interviews. Results should be considered with caution because of the small number of parents interviewed.

Seventeen of the 23 parents were aware that their child was in the reading class, and 15 of those could verify that their child had been enrolled since the beginning of the year. Only nine parents said that they had been informed by the school why their child was in the class. Over half (14) of the 23 parents had received no communication about the class and 15 had not been told the course requirements. Only three of those responding would say that they felt their child was meeting the requirement of the course. Eleven said, however, that they had been given some information on their child's progress in the course. Parent responses to this question indicated that schools should send course information and progress reports in Spanish as well as English.

Ten of the parents felt that the children were reading more because of the class. Reading materials mentioned were Reader's Digest, motorcycle magazines, National Geographic, Good Housekeeping, and surfer magazines. The remainder of the parents felt their students were reading no more or about the same as before the class. Only nine of the parents could say that they perceived progress in their child's reading.

When asked to give general comments about the class, parents gave indications that they favored the class. Two felt the class should be offered for a full year. Two voiced the hope that budget cuts would not stop the program. Several said their children read better. They voiced the belief that reading was important in all classes at school.

The data indicate a need for better communication from the school to the parents. Some parents did not know about the class. Others did not know if their son/daughter were in the class. Two expressed a need for communication from the school in Spanish. Others who had received communication from the school expressed a need to discuss the information with someone such as a

counselor. Two parents did not know why their child was in the class and indicated they felt the students should not be in the class and did not need the experience. Less than 50 percent of the parents reached indicated they understood the reasons for the course and why their child was in the course.

TABLE 18
PARENT TELEPHONE SURVEY RESULTS
N=23

Question	Yes	No
1. Are you aware of your child's enrollment in this reading class?	17	6
2. Was your child been enrolled in this course since September? (If not, how long?)	15	3
3. Do you know why your child is taking this class?	9	12
4. Has the school communicated information about the class such as:		
course goals?	8	14
course requirements?	8	15
5. (If #4a is yes) In your opinion, is your child meeting these goals?	3	2
6. Have you been kept informed of your child's progress in this course?	11	7
7. Is your child reading more during leisure time than before taking the class? same = 2	10	8
8. What are your perceptions of your child's progress in reading?	Better 9	Same 6

IV
SUMMARY AND CONCLUSIONS

Summary of Findings

Gates-MacGinitie

1. At the end of the year all three groups showed significant increases from pre to post on comprehension. The year treatment and fall treatment showed significant gains on vocabulary but the spring treatment group did not.

2. After one semester of treatment there were significant differences between treatment and control groups on comprehension in favor of the treatment group. There were no significant differences on vocabulary between the treatment and control groups.

3. At the end of one year there were no significant differences between the year treatment and semester treatment groups on vocabulary or comprehension.

CTBS

4. The CTBS showed no significant differences between semester and year treatment on vocabulary, comprehension, or total reading.

Teacher Perceptions

5. Teachers indicated positive attitudes towards the reading series, New Directions in Reading.

6. Reading teachers reported they had had minimal or no communication with students' English teachers about students' work.

7. Teachers expressed need for more staff development in teaching reading, and in management strategies for multi-level grouping.

Student and Parent Perceptions

8. Student interviews indicated students felt they were making progress in reading.

9. Interviewed parents, at a ratio of three to two, felt students were making progress in reading skills.

Conclusions

The study of the implementation of the pilot shows much diversity of implementation from school to school:

- In the number of classes
- In the makeup of the classes--relative proportions in the categories of gender, ethnicity, and socio-economic status
- Time students spend in the pilot
- Teacher strategies for teaching the class and materials used
- Teacher background and preparedness for teaching the class
- Student evaluation and grading in the class.

As opposed to one pilot with uniform, controlled implementation, there was a variety of classes offered. Individual discretion that schools used in implementing their reading classes made it difficult to draw overall conclusions about the pilot. For example, the fact that one school offered the reading class for a year to all pilot students while the other three schools limited the reading class to one semester made it possible to compare outcomes from lengths of treatment. Nevertheless, conclusions cannot be drawn about length of treatment since differences in length of treatment are confounded by differences in schools.

Despite differences in implementation, results indicate that, overall, the reading program had a positive impact on reading comprehension for all three groups during the implementation period. When treatment groups were compared with the control group there were significant differences in favor of the treatment groups. The program had a positive impact on vocabulary for two of the three groups.

V
RECOMMENDATIONS

1. Since achievement data show gains in reading comprehension after a semester and do not support the superiority of year treatment over semester treatment, continue to offer reading as a one semester class in 1987-88 for most students who qualify for the pilot. Allow schools the flexibility to re-enroll a few individual students for the second semester, if needed. Continue the pilot as designed for a second year.

2. Compare achievement data at the end of the second year.

3. Increase teacher inservice in strategies to teach reading. Staff development should also stress the importance of articulation between a student's reading teacher and English teacher.

4. Schools should make a greater effort to communicate to parents and students the reasons for the class, when and why their students are enrolled in the class, and the progress being made by the individual students.

5. District staff should take steps to ensure that schools with pilot programs utilizing sample populations and/or strategies adhere to the pilot plan approved/amended by the board; otherwise results cannot provide sound bases for responsible decision making.

San Diego City Schools
PLANNING, RESEARCH, AND EVALUATION DIVISION

SEVENTH GRADE REQUIRED READING PILOT EVALUATION

APPENDICES

No. 487A

February 2, 1988

EVALUATION DEPARTMENT REPORT

SEVENTH GRADE REQUIRED READING PILOT EVALUATION

Prepared by
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February 2, 1988

San Diego City Schools
Planning, Research, and Evaluation Division
Evaluation Department
Elizabeth A. Tomblin, Assistant Director

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APPENDIX A
SEVENTH GRADE REQUIRED READING
PILOT EVALUATION

Some of the analyses reported in this study take into account and statistically control for differences in ethnicity, socio-economic status, language level, and GPA. However, these factors could not be controlled for in school-by-school comparisons since the number of students in individual table cells becomes too small for valid comparison. All factors will need to be considered when reviewing the findings on a school-by-school basis.

School-by-School Demographics

Bell. The 34 students from Bell were equally distributed between the semester treatment and the semester control groups. The semester treatment group contained about 60 percent girls and 40 percent boys (see Table A6). There were over twice as many boys (12) in the semester control group as there were girls (5). Hispanics accounted for over 40 percent of the students in the program at Bell (see Table A7), Whites 27 percent, Asians 24 percent, and Blacks 9 percent. Most of the students (13 of 17) in the semester control group were designated "fluent" (Lau level = 0) (see Table A9). Only three were assessed as "mixes languages" (Lau level = 6) and one as "limited English proficient" (Lau level = 2). Students in the semester treatment group were evenly split between "fluent" and "mixes languages" (eight each), with one student assessed as "limited English proficient." At Bell, a slight majority of students in both groups was not receiving a reduction (10 of 17 for the treatment group, 9 of 17 for the control group; see Table A8).

Correia. At Correia there were slightly more students, in the control group than in the treatment group (40 compared to 32; see Table A6). In both the treatment and the control groups, boys outnumbered girls by a narrow margin. Sixty percent (43) of the sample population at Correia were Hispanics, 24 percent (17) Whites, 12 percent (9) Blacks, and 4.2 percent (3) Asians (see Table A7). Almost three-quarters (74 percent) of the students in the pilot were receiving a free or reduced-price lunch (see Table A8). Students in the program were almost equally divided among the three Lau levels (see Table A9).

Standley. Twenty-nine students from Standley participated in the reading pilot (see Table A6). Boys and girls were equally represented in the treatment and control groups. Blacks comprised the largest ethnic group in the program (59 percent) while Hispanics made up 28 percent (8) and Whites 14 percent (4) (see Table A7). There were no Asian or Indochinese students in the Standley program. The twenty students in the program receiving a free or reduced-price lunch were evenly divided between the control and treatment groups (see Table A8). Two students in the treatment group and seven students in the control group did not receive a reduction in their lunch payment. Just over 72 percent of the program participants at Standley were designated as "fluent," 21 percent were assessed as "mixes languages," and the remaining seven percent as "limited English proficiency" (see Table A9).

Wilson. Of the 215 students at Wilson, 52 percent were boys and 48 percent girls (111 compared to 103 with one sex unknown; see Table A6). Hispanics and Indochinese each represented 29 percent of the population, Blacks 23 percent, Whites 15 percent, and Asians 3 percent (see Table A7). Almost 85 percent of the students in Wilson's year treatment group received free or reduced-price lunches (see Table A8). Half of the students in the Wilson pilot were designated as "fluent," 27 percent as "limited English proficient," and the remaining 22 percent as "mixes languages" (see Table A9).

TABLE A1
PILOT STUDENTS IN TREATMENT AND CONTROL GROUPS BY GENDER
N = 350

Group	Gender		
	Boy	Girl	
	Number/ Percent	Number/ Percent	Total
Semester Treatment	30 (49.2)	31 (50.8)	61
Semester Control	41 (55.4)	33 (44.6)	74
Year Treatment	111 (51.9)	103 (48.1)	214
Total	182 (52.1)	167 (47.8)	349*

*One, gender unknown.

TABLE A2
PILOT STUDENTS IN TREATMENT AND CONTROL GROUPS BY ETHNIC GROUP
N = 350

Group	Ethnic Group					Total
	Hispanic	White	Black	Asian	Indo-chinese	
	Number (Percent)	Number (Percent)	Number (Percent)	Number (Percent)	Number (Percent)	
Semester Treatment	29 (47.5)	13 (21.3)	11 (18.0)	8 (13.1)	0 (0.0)	61
Semester Control	36 (48.6)	17 (23.0)	18 (24.3)	3 (4.1)	0 (0.0)	74
Year Treatment	63 (29.3)	33 (15.3)	50 (23.3)	7 (3.3)	62 (28.8)	215
Total Number	128	63	79	18	62	350
Total Percent	36.6	18.0	22.6	5.1	17.7	

TABLE A3
PILOT STUDENTS IN TREATMENT AND CONTROL GROUPS
BY SOCIO-ECONOMIC STATUS*
N=350

Group	Socio-Economic Status		
	0	Free and Reduced	Total
	Number (Percent)	Number (Percent)	
Semester Treatment	21 (34.4)	40 (65.6)	61
Semester Control	26 (35.1)	48 (64.9)	74
Year Treatment	34 (15.8)	181 (84.2)	215
Total Number	81	269	350
Total Percent	23.1	76.8	

*SES, as indicated by presence and absence of free and reduced lunch codes.

TABLE A4
PILOT STUDENTS IN TREATMENT
AND CONTROL GROUPS, BY LAU LEVEL
N=350

Group	Lau Level			
	Fluent	Limited	Mixes	Total
	Number (Percent)	Number (Percent)	Number (Percent)	
Semester Treatment	23 (37.7)	17 (27.9)	21 (34.4)	61
Semester Control	43 (58.1)	12 (16.2)	19 (25.7)	74
Year Treatment	109 (50.7)	58 (27.0)	48 (22.3)	215
Total	175 50%	87 24.8%	88 25.1%	350

TABLE A5
CLASS SIZE BY TREATMENT AND CONTROL GROUPS
N=350

School	Group: Semester Treatment	Semester Control	Year Treatment	Total	Percent of Total Pilot
	Number (Percent)				
Bell:					
11	8	11	0	19	
12	9	6	0	15	
Total Number	17 (50.0)	17 (50.0)	(0.0)	34	9.7
Correia:					
1	11	17	0	28	
2	21	23	0	44	
Total Number	32 (44.4)	40 (55.6)	0 (0.0)	72	20.6
Standley:					
13	12	17	0	29	
Total Number	12 (41.4)	17 (58.6)	0 (0.0)	29	8.3
Wilson:					
3	0	0	6	6	
4	0	0	16	16	
5	0	0	39	39	
6	0	0	18	18	
7	0	0	68	68	
8	0	0	16	16	
9	0	0	18	18	
14	0	0	29	29	
15	0	0	5	5	
Total Number	0 (0.0)	0 (0.0)	215 (100)	215	61.4
TOTAL NUMBER				350	100.0

A-6

TABLE A6
PILOT STUDENTS IN TREATMENT AND CONTROL GROUPS
AT EACH SCHOOL
BY GENDER
N=350

School	Gender		
	Boy	Girl	Total
Bell:			
Semester Treatment	7	10	17
Semester Control	12	5	17
Year Treatment	0	0	0
Total Number	19	15	34
Total Percent	55.9	44.1	
Correia:			
Semester Treatment	17	15	32
Semester Control	21	19	40
Year Treatment	0	0	0
Total Number	38	34	72
Total Percent	52.8	47.2	
Standley:			
Semester Treatment	6	6	12
Semester Control	8	9	17
Year Treatment	0	0	0
Total Number	14	15	29
Total Percent	48.3	51.7	
Wilson:			
Semester Treatment	0	0	0
Semester Control	0	0	0
Year Treatment	111	103	214
Total Number	111	103	214
Total Percent	51.9	48.1	
TOTAL NUMBER	182	167	349*
TOTAL PERCENT	52.1	47.8	

*One, gender unknown.

TABLE A7
PILOT STUDENTS IN TREATMENT AND CONTROL GROUPS
AT EACH SCHOOL
BY ETHNIC GROUP
N=350

School	Ethnic Group					Total
	Hispanic	White	Black	Asian	Indo-chinese	
Bell:						
Semester Treatment	7	3	1	6	0	17
Semester Control	7	6	2	2	0	17
Year Treatment	0	0	0	0	0	0
Total Number	14	9	3	8	0	34
Total Percent	41.1	26.5	8.8	23.5	0.0	
Correia:						
Semester Treatment	19	10	1	2	0	32
Semester Control	24	7	8	1	0	40
Year Treatment	0	0	0	0	0	0
Total Number	43	17	9	3	0	72
Total Percent	59.7	23.6	12.5	4.2	0.0	
Standley:						
Semester Treatment	3	0	9	0	0	12
Semester Control	5	4	8	0	0	17
Year Treatment	0	0	0	0	0	0
Total Number	8	4	17	0	0	29
Total Percent	27.6	13.8	58.6	0.0	0.0	
Wilson:						
Semester Treatment	0	0	0	0	0	0
Semester Control	0	0	0	0	0	0
Year Treatment	63	33	50	7	62	215
Total Number	63	33	50	7	62	215
Total Percent	29.3	15.3	23.2	3.2	28.8	
TOTAL NUMBER	128	63	79	18	62	350
TOTAL PERCENT	36.6	18.0	22.6	5.1	17.7	

TABLE A8
PILOT STUDENTS IN TREATMENT AND CONTROL GROUPS
AT EACH SCHOOL
BY SOCIO-ECONOMIC STATUS*
N=350

School	Gender		
	Boy	Girl	Total
Bell:			
Semester Treatment	7	10	17
Semester Control	12	5	17
Year Treatment	0	0	0
Total Number	19	15	34
Total Percent	55.9	44.1	
Correia:			
Semester Treatment	17	15	32
Semester Control	21	19	40
Year Treatment	0	0	0
Total Number	38	34	72
Total Percent	52.8	47.2	
Standley:			
Semester Treatment	6	6	12
Semester Control	8	9	17
Year Treatment	0	0	0
Total Number	14	15	29
Total Percent	48.3	51.7	
Wilson:			
Semester Treatment	0	0	0
Semester Control	0	0	0
Year Treatment	111	103	214
Total Number	111	103	214
Total Percent	51.9	48.1	
TOTAL NUMBER	182	167	349
TOTAL PERCENT	52.1	47.8	

*SES, as indicated by presence and absence of free and reduced lunch codes.

TABLE A9
PILOT STUDENTS IN TREATMENT AND CONTROL GROUPS
AT EACH SCHOOL
BY LANGUAGE LEVEL
N=350

School	Lau Level			Total
	Fluent	Limited	Mixes	
Bell:				
Semester Treatment	8	1	8	17
Semester Control	13	1	3	17
Year Treatment	0	0	0	0
Total Number	21	2	11	34
Total Percent	61.8	5.9	32.4	
Correia:				
Semester Treatment	7	15	10	32
Semester Control	17	10	13	40
Year Treatment	0	0	0	0
Total Number	24	25	23	72
Total Percent	33.3	34.7	31.9	
Standley:				
Semester Treatment	8	1	3	12
Semester Control	13	1	3	17
Year Treatment	0	0	0	0
Total Number	21	2	6	29
Total Percent	72.4	6.9	20.7	
Wilson:				
Semester Treatment	0	0	0	0
Semester Control	0	0	0	0
Year Treatment	109	58	48	215
Total Number	109	58	48	215
Total Percent	50.7	27.0	22.3	
TOTAL NUMBER	175	87	88	350
TOTAL PERCENT	50.0	24.8	25.1	

APPENDIX B
STUDENT INTERVIEW RESULTS

SEVENTH GRADE READING PILOT, 1986-87
STUDENT INTERVIEW RESULTS

Schools: BELL, CORREIA, STANDLEY, WILSON

Student Sample:
Gender:

	Fall	Spring
Boys:	12	18
Girls:	9	13
Total:	21	31

Ethnicity (Minority/Majority):

	Fall	Spring
Minority:	19	24
Majority:	2	7
Total:	21	31

1. Have you been in the class since September? (If not) when did you enroll ? (Need to be in class at least 1 month to be interviewed.)

Fall

16 Yes (76%)
5 No (24%) (3 were one school's students: program started in October.)

Spring

31 Yes (100%)

2. Do you know why you're taking this class? Why?

Fall	Spring
14 Yes (67%)	22 Yes (71%)
7 No (33%)	9 No (29%)

FALL:

"Didn't do good on a reading test" -- 3
"To learn to read better" or "to study more on reading habits" -- 4
"My reading level is sort of low" or "I'm sort of behind in reading" -- 3
"Because we're in a low reading book" or "Because in sixth grade I was in a fourth grade book" -- 2
"Didn't do too good in reading when in LA" or "At my other school I had reading" -- 2

SPRING.

"Reading below grade level" or "because in lower grade reading level" -- 11
"Need help in reading" or "To improve reading" -- 7
"Got a bad score on a test"
"Low book"
"To read faster, to get better grades in English"
"Because we don't comprehend what we read"
"Was in ESL - then put in this class"

3. How do you like the class?

FALL:

20 neutral/positive comments, 1 negative.
"It's okay" -- 13
"It's sometimes easy" or " it's easy and I kinda like it" -- 2
"It's good" or "pretty good" -- 2
"It's fun--teaches us a lot of things" or "it's fun--the teacher helps us a lot" -- 2
"I like it because it teaches me how to read fast like everyone else so no one will tease me"
"I don't like it--I'd rather be in a regular class

SPRING.

21 neutral/positive comments, 10 negative
"Okay" or "It's okay" -- 10
"Likes it" or "I like it" or "I like it a lot" -- 8
"I don't like it" or "okay, but don't like it very much" -- 7
"Boring" or "Alright, kind of boring" -- 2
"Fun" or "Don't know, pretty fun I guess" -- 2
"Didn't like at first, I like it now"
"Sometimes want to transfer out"

4. What do you like about it? or What don't you like about it? (Depending on their answer to #3.)

FALL:

Reading -- 6 (including 2 reading as a group)
Other academic activities (mainly worksheets mentioned) -- 5
Other non-academic activities (e.g. word games) -- 4
Learning (specific things named) -- 4
The teacher -- 4
Small class -- 3 (one said "I don't like to read in front of too many people)
Discussing readings -- 2
"No homework" or "easy homework" -- 2

"Don't know" -- 2
"Getting it correct"
"Everybody's nice"
"Fun, telling jokes"

SPRING:

Like the teacher -- 5
Dislike the teacher -- 2
Reading -- 4
Other academic activities (learning vocabulary, doing worksheets) -- 5
"Boring, nothing to do" or "Do boring things" -- 4
Dislikes because in a small class, would rather be in a larger class -- 2
Likes because it's a small class (less people to bother him, gets more work done, more attention from teacher)
Think it is a good class, but couldn't give a reason -- 2
"Fun, easy homework"
"Would rather be taking literature"
"Don't like doing the journals because teacher criticizes what we write, not how we write"
"We haven't gotten to read a book that I'm interested in, versus assigned reading" (teacher had told them that they would get to do this)
Doesn't like class because doesn't like any classes

5. Do you enjoy the stories and selections? What do you enjoy (not enjoy) about them?

Fall	Spring
15 Yes (71%)	15 Yes (48%)
1 No (5%)	8 No (26%)
4 Some (19%)	8 Some (26%)

FALL:

15 Yes (71%)
4 Some of them
1 No
1 Had read them before (transfer from Florida)
"They're exciting" or "the way she reads sounds exciting" -- 5
"They're interesting" -- 4
"Stories are fun" or "some of them are fun" -- 2
Mentioned specific stories -- "story about blind girl," "story about dolphins," "sports stories" -- 3
"They're adventure stories," or "some have good adventure" -- 2
"They were true - most of them were true"
"I just like reading books"

"The happy endings"
"Have action"
"They're boring"
"Read most of them before"

SPRING:

"Exciting stories, adventure" or "exciting, action stories" -- 7
"Not boring, likes the subjects" or "Likes what the stories are about" -- 5
"Boring, no life in them" -- 4
"Too easy" or "Stories are for younger kids" -- 3
"They're interesting" -- 2
"They're fun to read"
"Sometimes funny," "doesn't forget"
"Enjoys real life stories"
"Likes all of them"
"They're good stories"
"Likes the sport stories"
"Don't know why (I like the stories)"
"Don't really like to read, only like comics"
"Don't really care about the stories, just read to do work and get better grades"

6. How do you like this book compared with the reading book you had last year?

FALL:

14 Neutral/positive comments, 7 negative
"It's better," or "like better," or "it's better, more stories, better stories" -- 6
"It's easier" or "it's lower level-easier" (positive comments) -- 4
"It's easier, but I don't like better," or "it's easier, but I'd rather be in book I'm supposed to be in," "it's easier, too easy" -- 4
"Not as many pages" -- 3
"Like them both the same - it's not herd or easy" -- 2
"More interesting stories (this year)"
"The other one was better - I knew it more - it was easier"
"I think this book sucks. In 6th I was in Banners, not Skylights"

SPRING:

24 neutral/positive comments, 7 negative
"Likes the same" or "Same" -- 7
"Liked this year's book much better, learning more from it" or
"This book is better, I like the stories" -- 5
"This book is easier" (positive) -- 5
"This book is easier" (negative) -- 5
"I didn't have a reading class last year" or " I was in ESL last year" -- 3
"More interesting than last year" or "Last year's was boring, enjoy this year's

because stories are funny and fun to read" -- 2
"Can't remember last year's"
"Was in lower reading book last year (4th grade), haven't like any of the books in reading classes"
"Liked the one last year much better. I don't like changing from one book to another like we do here"
"Okay, like the books that aren't really in the program better (novels)"

7. Do you think your reading is improving in this class? In what way?

Fall	Spring
18 Yes (86%)	24 Yes (77%)
3 No (14%)	2 No (6%)
	1 Same (3%)
	4 Don't Know (13%)

FALL:

"Better grades," "better test scores," "getting worksheets correct" -- 5
"Improved my vocabulary" -- 3
"Do more reading," "I read every day" -- 4
"Reading out loud" -- 2
"Better comprehension," "read words more clearly," "read better" -- 3
"Too easy, I'm used to reading bigger words"
"Not very much (reading hasn't improved very much), reading the same words"

SPRING:

"Read better and faster" or "Can read faster now" -- 7
Couldn't give an example for why they read better -- 4
"Doing better in classwork" or "In doing reading work, like the handouts and reading out loud, I'm doing better now" -- 3
"Can read well, but just don't want to, same as always" -- 2
"Understand what I read better " -- 2
"Read more" -- 2
"Doing all my work and just like to read better" or "Work hard and do homework" -- 2
"Hasn't helped" -- 2
"Stayed the same" -- 2
"Last year used to fail almost all the tests, now pass all of them"
"I don't forget what I read now"
"Silent reading has improved"
"I don't stumble over words now"
"I've gone up one book"

6. Do you think you understand what you read better than before you took this class? (If yes) can you give me an example of how you understand better?

Fall	Spring
19 Yes (90%)	25 Yes (81%)
1 Same (5%)	5 No (16%)
1 No Answer (5%)	1 Same (3%)

FALL:

"Don't know," "I just understand," couldn't explain -- 4
"I know what it's talking about," "I know what it's about more and can get questions right," "I understand the book more and can answer questions" -- 4
"Gives vocabulary so I can look up words," "I get vocabulary before story so I know what they mean before I read story" -- 2
"More time to do it, read more" -- 2
"I listen. I used to go to sleep in class, now I'm quiet"
"Everything I do is so easy now"
"Because it's so easy"

SPRING:

"Understands what words mean better" or "Understand what teacher says better" or "Understand better because of learning vocabulary words" -- 16
Couldn't think of an example of how they could tell that they understood better -- 3
"Understand the same" -- 3
"Always understood what I was reading" -- 2
"Last year, didn't understand much. The teacher teaches us how to read, plus gives us worksheets and helps us if we don't get it right" or "Seems like the book isn't as hard because the teacher explains what to do" -- 3
"In sixth grade I never read much, now read a lot"
"Because I'm interested in the stories more"
"Grades have gotten better"
"Sometimes understand what I read, sometimes I don't, same as before"

9. Do you think this reading class has helped you in your other courses? (If yes) why do you think so? How do you know it has helped you? (What evidence do you have?)

Fall	Spring
17 Yes (81%)	22 Yes (71%)
2 No (10%)	6 No (19%)
2 A Little (10%)	1 Unsure (3%)
	2 A Little (6%)

FALL:

In English -- 7
Reading better -- 5
Getting better grades -- 3
Social studies -- 2
Thinks she's doing better than before but not because of this class
Doing more reading, e.g. book report for extra credit
Math
Vocabulary is better
I like reading in my other classes
Tests - I do better sometimes
I remember better

SPRING:

In Social Studies -- 7
In English -- 6
In English and Social Studies -- 2
Getting better grades -- 8
"Recognizes more words read in other classes" -- 5
"Learning to write paragraphs in reading helps other classes" or "Writing is better" -- 3
"Read better out loud when asked in other classes" -- 2
"Helps me with all my tests in other classes"

10. How might you apply skills learned in this class to other classes? (Which skills?)

FALL:

Reading better -- 3
Answering questions about what I read -- 2
Sound things out better -- 2
Making up stories
Parts of speech - English
Do more homework
Read, review and answer questions
Comprehension
Vocabulary -- can read harder words, take harder tests in English and Social studies
Handwriting
Punctuation

SPRING:

Better or increased vocabulary -- 10
Better reading skills -- 10
Better writing skills (punctuation learning from writing in journal) -- 5

Could't come up with an answer -- 3
Hasn't learned any skills to use in other classes -- 2
Learning to take down notes -- 1

11. Do you enjoy reading more than before you took this class?

Fall	Spring
16 Yes (76%)	18 Yes (58%)
5 No (24%)	11 No (35%)
	2 Same (6%)

12. Do you read for enjoyment - things other than assigned school work?

Fall	Spring
18 Yes (86%)	29 Yes (94%)
3 No (14%)	2 No (6%)

FALL:

Magazines -- 4
Comics -- 3
Football and baseball books -- 3
Mysteries -- 2
Non-fiction - war -- 2
Books on planes, cars -- 2
Newspaper -- 2
Scary books
Fun books
Joke books
Sister's diary
Family books
School books
Library books
Adventure books
Police stories

SPRING.

Magazines (skateboard - 5, bike - 4, car - 2, general - 2, sports - 1) -- 14
Comics -- 6
Romance/Teenage books -- 6
Mystery books -- 5
Adventure books -- 2
Non-fiction books -- 2
Horror books

Newspaper
Dictionary

13. Is there anything else you'd like to tell me about this class?

FALL:

Getting help with vocabulary (ESL student)
Unhappy about being in remedial reading, but liked what she got out of it.
"This class helps people"
"It's fun - we get extra time when we finish out work"
Student felt he was really improving
"I really enjoy the class and I like to read"
"It's pretty good - helps me understand more about reading"
"It's fun"
"I like it"
"It helps with other classes"

SPRING:

"It's fun"
"Just a fun class"
"It's good, it's okay"
"Sometimes I really enjoy class like when we filled out sample job applications. Sometimes I don't like it when we're just sitting and reading"
"Class is okay, nice class"
"Wish I was out of it -- boring"